DOCUMENT RESUME

ED 422 301 SP 038 093

AUTHOR	Hanson, Karen L., Ed.
TITLE	Case Study Digest: Preparing Teachers for Education Administration.
PUB DATE	1998-00-00
NOTE	57p.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Administrator Role; *Administrators; Case Studies; Collegiality; Diversity (Student); *Educational Administration; Elementary Secondary Education; Instructional Leadership; Interpersonal Competence; Leadership Qualities; *Leadership Training; Parent School Relationship; *Principals; Problem Solving; School Nurses; School Personnel; School Policy; School Safety; Student Behavior; Teachers

ABSTRACT

This case study digest is intended for classroom teachers who wish to discuss a variety of challenges in school leadership. The publication targets classroom teachers who desire leadership training and aspire to become school administrators. The case studies represent actual incidents experienced by school leaders. The cases are formatted to include an overview of the community, the primary players, and the principal problem. As each case is presented, the reader assumes the role of the school administrator and actively participates in resolving the issues introduced in the case and highlighted in the questions immediately following. Each of the cases introduces a unique set of circumstances that require leadership skill and expertise in resolving the situation. There are 17 cases: (1) "Is There a Nurse in the House?" (M.C.C.); (2) "May the Best Clerk Win" (Deborah Huggins); (3) "When Diplomacy Fails" (Mark Miller); (4) "Got Lunch?" (W. Lisa Ryan); (5) "In the Wrong Place at the Wrong Time" (B. Balanay); (6) "Reclaiming Rose Place" (Rosalind Y. Jackson); (7) "Whose Problem Is It Anyway?" (Nancy J. Intermill); (8) "When Students Take Matters into Their Own Hands" (M. Steinrichter); (9) "No Matter What, It Isn't Working" (Cynthia Pebley); (10) "Lice Aren't Nice: Parents Can Be Worse" (Roberta Rose); (11) "Mistake in Identity" (Allysa Stewart); (12) "A Slip on Candy, Not Too Dandy" (Gloria U. McKearney); (13) "The Custodian from Hell" (Tom Macdonald); (14) "To Be or Not To Be the Substitute" (Julia M. Burke); (15) "The Hip Club Ain't Happening" (Timothy D. Glover); (16) "The Parent Who Ran Away with the Child" (Linda Rees); and (17) "Three's a Crowd" (Mel Schuler). (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 422 301

Case Study Digest: Preparing Teachers for Education Administration

Edited by: Karen L. Hanson, Ed.D.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

K. Hanson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

SP038093

PREFACE

There are a substantial number of school administrators who are vacating their positions as educational leaders and entering the world of retirement. Classroom teachers are preparing to take their place. In order to successfully assume the transition from classroom teacher to school administrator, it is imperative for teachers to receive training that accurately reflects issues and problems they will encounter in the real world of school administration.

This case study digest is intended to serve as a springboard for classroom teachers who wish to dialogue, discuss, and debate the challenges presented in the case studies that represent actual incidences experienced by school leaders. The cases are formatted to include an overview of the community, the primary players, and the principle problem Although this document is worthwhile to individuals who are currently employed as school site administrators, it is primarily intended for classroom teachers who desire leadership training and aspire to enter the world of school administration.

As each case is presented, the reader assumes the role of the school administrator and actively participates in resolving the issues introduced throughout the case and highlighted in the questions that follow each case study. Each one of the cases introduces a unique set of circumstances that require leadership skill and expertise in resolving the situation. In order to assist this process, discussions with colleagues and interactive dialogue is encouraged for the role play in particular to the sections entitled, "questions to consider" and "suggested activities".

I firmly believe that the spirit of learning is enhanced by the opportunity to participate in dialogue that adds meaning to our lives. It is by engaging our minds and hearts with things that matter to us most that real learning occurs.

Enjoy the journey!

Karen L. Hanson, Ed.D.

Contents

Preface	ix
1. Is There A Nurse in the House? M.C.C., Assistant Principal	1
2. May the Best Clerk Win Deborah Huggins, Vice Principal	4
3. When Diplomacy Fails Mark Miller, Director	7
4. Got Lunch? W. Lisa Ryan, Vice Principal	11
5. In the Wrong Place at the Wrong Time B. Balanay	15
6. Reclaiming Rose Place Rosalind Y. Jackson	18
7. Whose Problem Is It Anyway? Nancy J. Intermill, Vice Principal	20
8. When Students Take Matters Into Their Own Hands M. Steinrichter, Vice Principal	22
9. No Matter What, It Isn't Working Cynthia Pebley, Assistant Principal	27

10. Lice Aren't Nice: Parents Can Be Worse 30
Roberta Rose, Assistant Principal

11. Mistake in Identity 32
Allysa Stewart, Vice Principal

12. A Slip on Candy, Not Too Dandy 35
Gloria U. McKearney, Vice Principal

13. The Custodian From Hell 38
Tom Macdonald, Assistant Principal

14. To Be Or Not To Be the Substitute 41
Julie M. Burke, Principal

15. The Hip Club Ain't Happening 44
Timothy D. Glover

16. The Parent Who Ran Away With the Child 47
Linda Rees, Vice Principal

17. Three's A Crowd 50
Mel Schuler, Assistant Principal

Chapter 1

~ IS THERE A NURSE IN THE HOUSE? ~

The population of Summerset is growing at a very rapid pace, and new housing developments are continuously being built to target moderate-to-high income families. The community has become a close partner with the school district and participates in annual summit meetings where specific goals are established for the school district. Furthermore, community members have actively supported individual schools with funding initiatives and volunteer programs.

Challenger School District is located in the heart of this community and serves approximately 50,000 students. Although 70% of the school district's population is Hispanic, Discovery High School is situated in the urban section of Summerset and reflects an ethnically balanced population. The school provides educational services to a population of 35% Hispanic, 30% Caucasian, 20% Filipino, 10% African-American, and 5% Asian students. With an enrollment of 1,900 students, the school provides programs to students in grades nine through twelve. Additionally, it provides support to students with special needs including those who qualify for programs such as Gifted and Talented, Limited English Proficient and Special Education.

Discovery High School has a staff of 120 teachers, three assistant principals, five counselors, two part-time campus security staff, an itinerant psychologist and the usual classified support staff. The school is well recognized in the community because of the faculty's commitment toward interdisciplinary teaching. Students have the opportunity to emphasize their studies in specific areas of interests such as fine arts, multi-media, technology, and engineering.

School activities and events are widely featured in the two local newspapers as well as being highlighted on the county's television stations. School Board members visit the site frequently and at least three of them are currently running for City Council. The School Board members have been previously divided by many issues including hiring personnel, transferring employees, managing racial conflicts and funding programs. The superintendent is in his second year and has worked previously as the associate superintendent for the same district for a period of four years. Special interest groups have had strong impact in the selection of School Board members and superintendents. Some of these groups include: (1) the Latino

Coalition, (2) Parent Advocacy Group (4) 504/Disability Act Committee, and (3) the Good Old Boys Monday Night Group.

For this case, assume that you are one of the assistant principals at Discovery High School.

THE PROBLEM

The school principal and both of your colleagues, who are also assistant principals, have left the school for four days to attend a state conference. As he will be absent, the principal has asked you to help with a parent complaint issued by Mrs. Carlton. She has two sons enrolled at your school who have cerebral palsy and have been attending Discovery High School for the last two years. They are both excellent students enrolled in honors classes and mainstreamed into other regular education classes. Due to their health needs, both of Mrs. Carlton's sons have nurses assigned to them 24 hours a day. During school hours, registered nurses are provided and paid for by the school district.

Mrs. Carlton has issued several verbal complaints to the principal and to the Special Education Program Specialist about one of the nurses, Mrs. Adams, who she says has problems relating to one of her sons, John. She has complained for example, that Mrs. Adams is constantly late in the morning. She has been assigned to accompany John on the school bus. On several occasions, the bus has left with John but without Mrs. Adams because she hadn't arrived on time. Mrs. Carlton is concerned because even though the other nurse is on the bus, there have been times when both boys needed to have special medical attention concurrently. In the past, some of the situations have been so severe that they have been described as medical emergencies.

A few months ago, Mrs. Carlton issued a written complaint requesting the removal of the nurse, Mrs. Adams. The parents, Mrs. Adams and the principal met to discuss their differences, and an agreement was reached to transfer Mrs. Adams to a different assignment in the district. In the meantime, Mrs. Carlton decided to keep John at home until the school district could find a new nurse for John. The district informed Mrs. Carlton that at least an eight week period of time would be required to allow for fingerprinting and other protocols to take place for another nurse to take Mrs. Adam's place.

As the assistant principal, you locate a teacher who is willing to go to John's home to work with him in the afternoons. You suggest to the Special Education Specialist that she contact a temporary job agency that has nurses for placement who have already gone through the fingerprinting process. She reports back to you that she has located three nurses from the agency who could take the job. She also informs you the district's Human Resources Department director has agreed to hire one of the three nurses. Mrs. Carlton is informed of this situation and she is delighted that her son will be able to start school shortly.

On Wednesday of the same week, the Director of Classified Personnel contacts you by phone and informs you that he has thought about the situation and now refuses to accept for employment purposes, a nurse from the agency. When you request that he call the parent with his change of heart, he refuses and makes it clear that it is your job to contact the parents. You do so, and of course Mrs. Carlton is very upset. She proceeds to tell you that she intends to attend the School Board meeting on Thursday along with her two sons, a special education advocate, and a local TV news channel reporter.

QUESTIONS TO CONSIDER

1. What steps would you take immediately?
2. What do you foresee will happen in the board meeting?
3. When it comes down to placing the blame on someone, whom will it be?
4. What would you have done differently?
5. What is the best solution for John's well being?
6. Discuss the pros and cons of mainstreaming students like John and his brother. What specific legal information would you seek?
7. What could be the basis for the decision of the Director of Classified Personnel?
8. Whom is he looking after?
9. How would you safeguard your position?
10. Would your reputation be affected by this case?

SUGGESTED ACTIVITY

Refer to your local school district policy and describe how health-impaired students are served. Specify the procedures needed to employ nurses who care for these students.

Chapter 2

~ MAY THE BEST CLERK WIN ~

The Community of George Washington Carver is in the center of a large metropolitan city. It is primarily composed of low income families who include immigrants from Africa, Cambodia, Vietnam, and Mexico.

The staff of George Washington Carver School has a population of 70% Caucasian, 25% Latino 3% African-American students. The school building was built in 1949, and remodeled in 1970. Due to the influx of refugees from war torn countries, the school that was originally built for three hundred pupils, now houses more than 1,300 students. The district has provided the school with twenty portable bungalows for the population overflow. The school is in need of painting, but the district is not planning on painting it for at least three years. The upper field playground is not paved or grassed. The lower playing field was paved years ago and is in need of repaving.

Last year, the district ordered class size reduction. This decision was not popular with all of the staff. Furthermore, this change would result in the school adding fourteen classrooms. After much debate between the community and staff, it was decided that the fourth and fifth grade students would be housed at a nearby junior high school. This change required the addition of an administrative office to accommodate the additional fourteen classroom units. Eleven teachers, two clerks and three support staff had to be moved to the new site. Some of the staff that were chosen went reluctantly. Others complained and began spreading rumors following the change. Furthermore, a few grievances were filed against the administration.

The superintendent hired you as the principal of the new school and one of your responsibilities was to coordinate the move to the new site and bring a sense of cohesiveness to the staff. The previous principal spent the last year ignoring possible problems, and consequently they have escalated.

THE PROBLEM

Rosa Hernandez has been a school clerk at George Washington Carver School for ten years. She has a lot of power in the school and is liked by most of the staff. She is a fluent Spanish speaker and the primary link between the Spanish speaking parents and the office staff. Rosa was chosen to make the move to the new

school site. Another bilingual clerk, Stella Lopez, was hired to work at the main site and replace Rosa.

Stella arrived at her position before Rosa moved to the new site. As soon as Stella arrived at the school, Rosa resented her and began spreading negative rumors about Stella. This was brought to your attention and you called Stella and Rosa into your office to discuss the matter. Rosa denied spreading rumors and pointed out the fact that she was the one who was feeling "picked on."

Two weeks after Stella arrived, the new facilities were ready. Rosa moved into the new office and began calling the main office with complaints about her assignment at the new site. She said that she was not satisfied and felt that she had been unfairly moved. Rosa continued to be resentful of Stella and initiated rumors about her. Rosa felt she was in competition with Stella and often bragged that she completed her work before Stella completed hers.

In October, the district sent out Federal survey cards to all schools. The schools sent the cards home with the students and indicated that they were to be completed, signed by the parents, and returned to school within two weeks. It was the school clerk's duty to collect the cards and contact the parents by phone, who failed to return the cards to school. Rosa had dealt with this process numerous times before and felt that she was the expert. She tried to tell Stella how to perform the task and how to contact the parents.

Stella refused Rosa's advice saying that she had also done this job before, and did not need her advice. Rose was feeling pressured to collect all of her cards before Stella collected hers. Out of frustration and a need to be first, Rosa forged the names and information on the cards for those students whose parents had not returned the survey cards. This of course, was without your knowledge. Rosa then turned her cards into your office and proclaimed that she had done a great job of communicating with the parents and students. She bragged about her success and pointed out the fact that she had collected her cards before Stella.

On following day, a parent brought her survey card into the office and handed it directly to you. You decided to file the survey card yourself and discovered that a card had already been filed under the same name, but with a signature in a different handwriting. After reviewing all of the cards in the files, you located twenty-five additional cards that had all been signed by Rosa.

QUESTIONS TO CONSIDER

1. With this information in hand, what do you do?
2. What additional information do you need if any, to determine how to proceed?
3. What ethical issues are involved?
4. What are the legal ramifications of creating information and forging signatures?
5. Do you think the staff will support disciplining Rosa?
6. What, if anything, do you tell your superintendent about the situation?
7. Are there grounds for suspension or dismissal of Rosa?
8. How has Rosa's behavior influenced your efforts to unite the staff?
9. What should you do to improve relationships at the school?
10. What can be done to ensure that the two school sites are functioning as one?

SUGGESTED ACTIVITIES

1. Describe how you would investigate and document this situation. Write step by step how you would approach Rosa.
2. Seek expert advice on how the Classified School Employee Association in your district would support Rosa.

Chapter 3

~ WHEN DIPLOMACY FAILS ~

The community of Brookside is made up of predominately professional white collar families living in moderate to high priced homes. Brookside's population divides along ethnic lines with a population of 73% Caucasian, 7% Hispanic, 7% Black, 6% Asian, and 6% Filipino students. Warm Creek Valley School District is located in this rapidly growing community that is situated in the northern part of the state. There are three high schools, five middle schools, and twenty elementary schools serving approximately 27,000 students and employing 2,500 teachers.

The majority of parents have college or university experience and an extraordinarily high number of them participate in school related activities. The parents are quite conservative politically, and they do not hesitate to vocalize displeasure with programs or teachers of whom they do not approve. While the parents will profess an uncompromising desire for safe campuses and strong disciplinary measures for all grade levels, many of them will fight to protect the due process rights of their own children. It is not uncommon for parents to be accompanied by an attorney during a disciplinary conference of any nature.

The oldest of the three high schools, Swaying Pines High, serves 2,600 students and is staffed by the bulk of the district's veteran teachers. Many of the seasoned instructors have a distrust for the administrative staff who are almost all new to the school. The staff was not exactly thrilled with the previous administrative team, but they were typically left alone to "do their own thing." Some of the veterans believed that the new administrators were sent to the school to "clean house" and change the way things were done. In addition, it was rumored that many of the Asian clientele expressed their lack of trust in the way the former administration had carried out disciplinary measures.

The new administrative team is comprised of inexperienced and yet competent educators. They are optimistic and energized. The principal is wise beyond his years, and his charismatic tenure quiets group tension. The assistant principals have various backgrounds and bring diverse educational experiences to the team. All of them have something worthwhile to offer Swaying Pines.

THE PROBLEM

Jerry Briscoe was in his first three months as an assistant principal for the school. He was a problem solver. As an assistant principal, Mr. Briscoe had developed a reputation with certificated and classified staff as an approachable and affable colleague. Student behavioral problems seemed to be Mr. Briscoe's specialty and staff members always seemed to be grateful and satisfied when Jerry handled problems created by the students in the classroom. It was the overall feeling of the staff that the campus was safer and more orderly since Jerry's arrival.

Jerry was put in charge of disaster preparation for Swaying Pines High School. Following one of the disaster drills, he convened a meeting and invited community members, a few of the staff, and a representative from law enforcement to discuss the drill. The meeting was interrupted by Mr. Collier, a school counselor. He approached Jerry and informed him that he had just finished breaking up a very heated argument between two students. He also reported that he had followed the primary trouble maker to a pay phone. Mr. Collier instructed the student to follow him to the office, but the student refused. Mr. Collier reported that the student then made a telephone call and the counselor overheard the student requesting "back up." Mr. Collier was concerned because he was afraid that the situation would escalate. According the Mr. Collier, the student proceeded to his next class following the phone call to his friend.

While Mr. Collier was explaining the incident, Jerry knew instinctively who the student was that was involved in the altercation. After Mr. Collier described the young man, his suspicion was confirmed. Jerry had met the student named Dillon, only a few days before in the counseling office while Dillon was enrolling in the school. He recalled that Dillon seemed despondent and he noticed that Dillon had distinct tattoos and wore clothing that suggested gang affiliation. Jerry had approached Dillon and during a conversation with him, Dillon informed Jerry that his parents had moved him to Swaying Pines High School to live with his brother because of some problems he had at home. At this point, Jerry didn't pry but he had a feeling that he should keep a close watch on Dillon.

After Mr. Collier explained the incident, Jerry decided to invite a police officer, who was at the conference, to accompany him to Dillon's classroom in case he needed additional assistance. He requested that the officer wait outside of the classroom in order to avoid alarming Dillon, the teacher, or the other students.

Upon entering the classroom, Jerry observed that the teacher, Mrs. Morales, was taking attendance and the students were quietly at work.

Mrs. Morales acknowledged Jerry with a glance and a nod. Jerry spoke with the teacher and explained that he needed to speak with Dillon. He approached Dillon and quietly requested that he follow him out of the classroom so that they could discuss the incident. Dillon refused. The assistant principal was perplexed because students usually responded to him positively when he used this soft, non-adversarial approach. Several more requests were made and met with the same response. Jerry was feeling that perhaps he was making Dillon uncomfortable because he was standing so close to him. Thus, he stepped back and again requested that Dillon leave the classroom. Finally, it appeared to work. Dillon stood up, took a few steps toward the door and proceeded to follow Jerry.

Suddenly, Dillon reversed his direction, shouted profanities, and insisted that he was not going anywhere with the assistant principal. Dillon lunged at Jerry and as the students watched, Dillon attempted to punch and kick Jerry. He was able to block Dillon's punch and managed to subdue him momentarily. Due to the commotion coming from the classroom, the police officer entered the room and assisted Jerry in overpowering Dillon. Dillon continued to struggle with the police officer, even after the police officer identified himself. Eventually, Dillon was handcuffed and escorted to the main office.

QUESTIONS TO CONSIDER

1. Could Mr. Briscoe have handled this incident differently? Should he have seen it coming? Defend his actions or suggest a different approach.
2. Could Mr. Collier have had more of an impact on this situation?
3. Do you have uniformed officers on your campuses? If so, how well does the community accept this practice? Would you have asked the officer to wait outside?
4. Would your approach have been different if Dillon was a 120 pound ninth grader or a 200 pound senior?
5. Once the officer had gained control of Dillon, what should have been Mr. Briscoe's next step?
6. Which individuals in this case should be interviewed and asked for statements?
7. If Dillon's guardian brings him to the principal's office two days later to complain about the bruises on Dillon's arms, how should the assistant principal respond?

8. Describe the best use of Mr. Briscoe in the follow-up investigation. Should he be the lead administrator for this case?
9. Dillon's mother is from Taiwan. Jerry is Caucasian. Given the apparent lack of trust by the Asian community toward the past administration, should the principal intervene on Jerry's behalf?
10. What legal steps should Jerry take, if any?

SUGGESTED ACTIVITY

1. Create a list of resources available in your area that provide training for school violence intervention. Write a memo to convince your superintendent that you need to use one of these services for a professional development inservice that offers training to appropriate members of your staff.
2. Develop a plan to introduce conflict resolution programs to your students. Visit nearby high schools to observe these programs in action.

Chapter 4

~ GOT LUNCH? ~

The community of Bayshore is composed primarily of white collar professionals. The residents are predominantly upper middle class and consider Bayshore "the place to live."

The local high school, Fairfax High has approximately 3,000 students. The school was built in 1992, to house 2,000 students. The campus covers approximately 60 square acres and is currently the only high school in the area. An additional high school is being built and should be ready for operation in the fall of 1999. This will coincide with the opening of another master planned community. When the new school opens, changes in the attendance boundaries will be in effect. There is a lobbying effort already in the works in response to the new boundaries issue.

The composition of the student population of Bayshore is 10% African-American, 15% Asian, 5% Hispanic and 70% Caucasian. Occasionally there have been conflicts on the campus. The tension has not been a result of racial issues, but rather conflict between student cliques. Student surveys report that the students feel that they get along well with each other and are very positive about the school atmosphere.

Administrative and support staff consists of one principal, three vice principals, one head counselor, six counselors, one attendance coordinator, and one school police officer. There are 150 certificated employees at Fairfax.

THE PROBLEM

For the past twenty years the district has had an open campus lunch policy. Students were allowed to leave campus during their 30 minute lunch period and return to school by 5th period. In November, the Board of Education intends to implement a closed campus lunch policy. The students will no longer will be allowed to leave campus during the lunch period.

For this case, assume that you are the principal of Fairfax High School. This is your first year at the site and you must prepare to implement the closed campus policy for next school year.

The closed campus policy is not popular among the students. They perceive you as a principal enforcing a policy that is denying them their freedom and right to go off campus during lunch. The thought of having to eat cafeteria food is offensive to the students. The students say it wouldn't matter what Food Services did, the food would still be inedible.

You decide to organize a committee composed of class representatives, selected students, parents, teachers and any other participants who wish to participate. This group intends to meet throughout the year to devise a plan to implement a closed campus. The committee's task is to address the following questions: (1) How does the cafeteria plan to feed 3,000 students in 30 minutes? (2) Where are the students going to eat? (3) How is the school going to secure the campus? (4) What about custodial services, (5) How are students going to be occupied following their lunch?

The following information represents sections and samples from some of the minutes from the meetings as they progressed.

Food Services

Currently the cafeteria has four inside serving lines, four outside serving windows, and six movable carts. The cafeteria manager stated that eight additional movable carts would be needed to accommodate the students. The committee felt that this was not enough and requested even more carts, but the request was denied by the district.

The cafeteria manager shared with the committee that Food Services is actively looking for fast food vendors that would be interested in providing food. The group also created a survey asking students for suggestions on food items they would be interested in purchasing. On the same survey, the students were asked to vote on whether or not they wanted to start school five minutes earlier in the day and add an additional five minutes to their lunch period.

Students on the committee expressed a concern that food service workers needed to be trained and efficient to meet the needs of the students. The cafeteria manager suggested hiring student helpers. The students on the committee did not like this idea and suggested that students do not like to work during their lunch time.

Facilities

The school is fortunate to have a cafeteria where students can eat. Unfortunately, it has only fourteen lunch tables. Outside the cafeteria, there are a handful of tables and benches with very little shade. The district will provide additional outdoor tables and benches. They cannot guarantee however, a delivery date before school starts in September.

The outdoor amphitheater that easily seats 800, will be opened as an additional eating area. The committee approved an allocation of $7,000 to be spent on fencing that will be needed to secure the campus. The issue of what to do in inclement weather was introduced as a discussion item. It was decided that during inclement weather, the auditorium will be opened for students to eat their lunch.

Supervision

The group discussed the need to increase supervision during the lunch period. Unfortunately, the district will not provide additional funds for hiring supervisors. The vice principals will be in charge of assigning supervision responsibilities to existing staff including aides, the administrative team and counselors. Someone will need to be assigned to monitor the traffic at the front gate. Also, some areas of the campus need to be closed during lunch time including the parking lot and lower athletic fields.

The committee suggested that perhaps more than one lunch period should be scheduled. The administration felt that having more than one lunch period would interfere with the instructional periods scheduled during the same time slot. Additionally, there are no other high schools in the city that have more than one lunch period. The students on the committee stated that if more than one lunch period is scheduled, some students will attend both lunch periods and not attend class.

Custodial Services

The district agreed to increase the time allotted for trash pick up and cleaning lunch areas. Additional trash cans will be purchased, if needed. The committee suggested that different activities should be scheduled as incentives for students who keep their lunch areas clean. One of the suggestions included adding a program to the lunch period similar to the Adopt-a-Highway Program.

The committee estimated that the students needed approximately ten minutes to eat their lunch and the rest of the time to socialize. As a result, it was recommended that lunch time activities should be added as the committee believed in the saying that, "Idle hands are the devil's workshop." The President of the Associated Study Body agreed to plan these additional events. A suggestion was made that radios and CD players should be available to students during lunch. However, the committee felt that this would cause more problems than it would solve.

QUESTIONS TO CONSIDER

1. You are hearing rumors that students are planning a walk out at lunch time on the first day of school to protest closed campus. How do you prepare?
2. Do you believe that closed campus is a positive or negative policy?
3. You have worked hard on developing a relationship with local businesses. What is your public relations plan with these businesses who will now experience a decrease in revenue due to this new policy?
4. What do you plan to do with all of the negative comments regarding the quality of food?
5. If the media shows up at your campus on the first day of closed campus, how would you respond?
6. Some students are currently using telephones in the classrooms to order food. Should you allow this?
7. How would you organize a much needed lunch intramural program with no additional funds?
8. How do you handle an increase in the need for pest control services due to the fact that students are eating at various locations on the school grounds?
9. Would you consider allowing certain groups to leave during lunch?
10. Evaluate the minutes from the meetings and analyze the contents related to various categories. Do some categories seem to have more weight than others?

SUGGESTED ACTIVITIES

1. Arrange for committee members to visit various high school campuses that already have a closed campus lunch policy in place.
2. Prepare a press release regarding closed campus and your site.

Chapter 5

~ IN THE WRONG PLACE AT THE WRONG TIME ~

The community of Mountain View with a population of 90,000 is a relatively young community as compared to the rest of the county. It is predominately a white upper middle class community that is slow to accept its changing demographics. People move to Mountain View to get away from the city's "hustle and bustle."

Mountain View High School was five years old when it began to operate as a ninth through eleventh grade school. Subsequent to this, it was a comprehensive four-year secondary school with an enrollment of 2,740 with a senior class of 572. The site sits on 92.5 acres of land and accommodates a $40,000,000 school plant. It was designed with 61 standard classrooms, 26 labs, and 6 classrooms specifically for special education students.

The school has a population of 68% Caucasian, 2% Filipino, 10% Asian, 1% Pacific Islander, 8% Hispanic, 7% African-American, 3% Native American, and 1% Alaskan Eskimo students. During the initial years, the school experienced some racial tension. However, the school culture has evolved to a point where this tension has waned. The staff includes 111 teachers, five administrators, five counselors, one librarian, one school psychologist, and 48 classified employees. In addition to a strong core curriculum designed for all students to meet high school graduation requirements, Mountain View has a large offering of college preparatory classes. Curricular offerings include a wide variety of elective courses including, honors, advanced placement, Advancement Via Individual Determination (AVID), English as a Second Language (ESL), special education, Regional Occupational Program (ROP) and evening adult education classes.

All extra-curricular sports are offered on site, except the aquatic programs that are scheduled at a nearby community pool. Mountain View's athletic program, band, choir, and academic teams are all highly competitive and recognized at the local, state, and national level for their outstanding performances.

For the following situation assume you are the principal of Mountain View High School.

THE PROBLEM

Bart Smith is an eighteen year old senior with a history of mistreating girls. On one occasion, Bart slapped a girl during an argument. On another occasion, he tried to put the female student in a trash can after she had kicked him. Both of these incidences were a result of arguments between himself and a girl named Lupe. Lupe is a sixteen year old sophomore without a history of discipline problems. Prior to the incident, she did not have even as much as a tardy or detention on her record. Her teachers describe Lupe as quiet and respectful.

Bart originally transferred from another school within the district because his family was not happy with the service Bart was receiving. His parents insinuated that he had been the victim of racial discrimination at his former school.

On one of the school days, a call came into the assistant principal's office reporting that a male student was seen entering the girl's restroom. A female campus supervisor was sent to investigate. The campus supervisor did not find a male student in the restroom although she did not choose to look over or under any of the bathroom stall doors. Later that same period, the assistant principal received another report that a boy was seen leaving the restroom. This time the student was positively identified as Bart. Furthermore, a rumor was spreading that two students were seen having sexual intercourse in the restroom. This rumor spread quickly throughout the campus.

In the meantime, Lupe and one of her girlfriends scheduled an appointment with Lupe's counselor. They met with her to report that Lupe was upset because she was implicated in the rumor. She denied her participation in the reported incident.

After lunch, Bart was called to the office by the assistant principal and confronted with the rumored incident. He denied that he had done anything wrong. The school day ended with both students still denying the rumor. When the school principal returned to school following an off site meeting, he telephones Bart and Lupe's parents and requested that they bring both students back to the school the same day because he was convinced that the situation still needed to be resolved. After conferencing with both families and the students, Bart and Lupe finally admitted to having sexual intercourse in the girl's restroom.

As a result of the incident, Bart and Lupe were suspended from school for five days pending a transfer to two different schools within the district. Neither student returned to campus following the incident.

QUESTIONS TO CONSIDER

1. Should the campus supervisor have looked over the bathroom stall doors to search for students.
2. Was there adequate supervision to prevent this incident from occurring?
3. How often should the restrooms be monitored?
4. What information should be released to the staff concerning this incident?
5. Should there have been arrests made? If so, who?
6. What problems do you anticipate from the parents?
7. At what point do you notify police or the district office?
8. How do you respond to the media if they contact you?
9. How do you respond to students who circulated the rumors?
10. Was the disciplinary action appropriate? What would you have done?

SUGGESTED ACTIVITY

Determine how you would respond if a television reporter and a camera crew came onto the campus at the end of the school day and started interviewing students regarding the incident.

Chapter 6

~ RECLAIMING ROSE PLACE ~

Rose Place is a middle class community with a growing variety of family structures. While in some cases mothers are able to stay home and raise their children, in many homes both parents work or a single parent serves as head of the household. Fifty years back in history, Rose Place housed an influential white supremacy group. Furthermore, low income apartments were built twenty years ago and are still facing community resistance. Although many members of the community relocated once Rose Place's demographics began to shift, many children and grandchildren of the original community still reside in the neighborhood.

Smith Jackson is a 40 year old elementary school in Rose Place. It has six hundred students of which two hundred have special needs and are enrolled in the district's Physically Handicapped Program. While the community is fairly accepting of the special needs students, there is resentment toward the ethnic groups who are bused to the school under the Voluntary Enrollment Program (VEP). Nearly two hundred students are in this program. With the exception of the new assistant principal, the staff at Smith Jackson Elementary School is 100% Caucasian.

For this case, assume that you are the newly hired assistant principal and your ethnicity matches that of many of the children in VEP who ride the bus to and from school each day.

THE PROBLEM

A number of children who ride the bus and participate in VEP have problems at school in the areas of academics and discipline. Some have viewed the school as a "free-for-all" place while others feel that there are no school personnel who understand them. Staff members express how glad they are to have you in the school for they feel that students will be able to relate to you as your ethnicity is more like that of the students. Parents of the VEP students see you an advocate not only for their children, but for themselves.

During one of the school and community meetings held at Smith Jackson, the issue was raised about the possibility of losing funding due to a decline in the number of Voluntary Enrollment Students. This discussion was followed with a discouraging report on declining test scores for the school. After much discussion

including possible strategies to resolve these problems, a parent stood up unexpectedly and announced his resignation from the group. He stated that he could no longer work in a system whose philosophy and mission statement was so far removed from his own.

Several days later, you met this same parent outside of the classroom where he serves as a volunteer. After the usual greetings, he proceeded to recap facts from the meeting he said were alarming to him. He informed you that he felt the test scores were declining because of the VEP students who ride the bus to school. He stated to you, "You all are always talking about the threat of losing money. Why don't you take your money and give us our school back." As the new administrator, you are stunned, but you tell the parent that you appreciated his perspective and bid him, "good day."

QUESTIONS TO CONSIDER

1. What is your initial feeling toward the parent's statement?
2. What insight have you gained from this experience?
3. What is your role and responsibility to the students? To the bused students?
4. How would you go about gathering information on the feelings and experiences of bused students?
5. How would you monitor race and human relations among the students?
6. How would you share this incident with the principal and staff?
7. Does the parent have a legitimate concern?
8. How would you address his concern regarding the students who are bused and the declining test scores?
9. What should a staff development plan include for the topic of race and human relations at your school?
10. What is your district's policy on racial hostility?

SUGGESTED ACTIVITIES

1. Plan a student achievement assembly for the total school community honoring academic excellence among your diverse student body.
2. Plan a staff inservice activity centered around the analysis of your site's disaggregated student data.

Chapter 7

~ WHOSE PROBLEM IS IT ANYWAY? ~

The community of Willowcreek was originally a rural community with a rich history of farming and cattle ranching. Over time, it has grown into a suburban community with an average household income of $35,000. Eighty-Five percent of the students are Caucasian, 6.3% Hispanic, 1.7% Native American, 0.8 % Asian, 4.5% Black, 0.4% Pacific Islander, and 1.2% Filipino.

A study conducted in 1996, indicated that two thirds of the students lived in single family dwellings and one-third came from multiple family apartments and condominiums. Seventeen per cent of the district's students receive financial aid in the form of Aid to Families with Dependent Children. There are seven elementary (K-5) schools in the district ranging in population from 250 to 540 students. Creekside is one of the two middle schools. It has a population of 720 students. It was built in 1923, and was originally the only K-12 school in the community. Six portable structures have been added to the existing school. Four years ago federal funding provided for modernizing the original building and all of the offices with new floors, carpets, and windows.

Creekside's staff consists of thirty-four classroom teachers, including three special day class teachers and one teacher for the severely handicapped students. In addition, there is one vice principal and one counselor. The staff is highly educated and 82% of the teachers possess a masters degree. During the last two years, a technology grant has provided a computer lab and a computer for each classroom.

For the following case, assume that you are a principal of Creekside Middle School.

THE PROBLEM

Willowcreek has been a predominantly white community with a reputation for its intolerance of cultural diversity. Recently, a controversial and long awaited housing project for Navy families was completed. During the summer, twenty children who were scheduled to attend the middle school moved into the navy housing and enrolled in Creekside Middle School. Eighteen of the twenty students were African-American. When they started school in September, these students gathered at lunch and walked with each other during passing periods. Two very

aggressive female students from this group gave the other students on campus the impression they were members of a gang. They made comments to other students about their "home girls" who helped them with certain matters. As a result, some of the other students started making derogatory comments about them.

In October, the vice-principal and counselor met with several groups of students to discuss plans to dissolve the on-going tension. This was not successful. During the next two months, numerous fights occurred between the Caucasian and African-American students. In each of the incidents, students from both sides were suspended for threatening, harassing, or attempting to cause physical injury to other students. A problem arose when some of the parents of the African-American students demanded that the school and school district protect their children from what they believed was racial harassment. They contacted the superintendent at the district office and initiated complaints against the administrators at Creekside Middle School.

QUESTIONS TO CONSIDER

1. What additional information if any, do you need?
2. What information should you supply to the superintendent?
3. What consequences are appropriate if fighting and/or harassment continues?
4. What approach will you take with the parents who complained?
5. If you see that a parent is hostile or becoming hostile, what are some strategies you can implement to defuse the situation?
6. What are the legal and ethical issues involved in this situation?
7. What do you think of the idea of establishing a human relations committee in the district to respond to community needs?
8. What long range plans are needed at your school to remediate this situation?
9. How would you present these goals to the superintendent and the Board of Education?
10. What outside agencies might be helpful in assisting you to reach your goals?

SUGGESTED ACTIVITIES

1. Investigate human relations and diversity training used in other districts of comparable size and demographics to your district.
2. Write a plan for implementing the training program.

Chapter 8

~ WHEN STUDENTS TAKE MATTERS INTO THEIR OWN HANDS ~

Rockbed is a suburban community in Southern California. It consists of residential housing including single family dwellings, apartments, and condominiums. There is virtually no industry in the area. The businesses in the community include supermarkets, restaurants, fast food establishments, and other service establishments. There is very little ethnic diversity, and most of the families are considered middle class.

Dry Creek Middle School is located in the middle of the community. It has a faculty of 34 regular education teachers and three special education teachers. There is one principal, one vice principal, one language arts specialist, one special education resource teacher, two half-time language teachers, one speech and hearing teacher, one half-time psychologist, and a daily itinerant bilingual assistant. Each of the special day classes has a credentialed teacher and an instructional assistant. There are three instructional aides hired with School Improvement Program funds who work within the school program and provide direct services to children. Additional staff includes two secretaries, one health clerk, one media clerk, and a custodial staff of three.

The school is only five years old. Most the teachers were hired when the school opened, and there is a feeling of "family" among the staff. Directly north of the school and less than a block away, lies the district office. Most of the students walk to school. The middle school population is served by eight teachers who have worked together since the school opened. Each year they establish the master schedule for the middle school, schedule the students, plan activities, and work cooperatively to find solutions to discipline problems.

Due to the small number of students enrolled in the school, scheduling is a challenge. The curriculum includes math, science, social studies, language arts, physical education, and electives. During the first four periods of the school day, regular education teachers teach in the academic areas. Mr. Lincoln and Mrs. Washington teach eighth grade language arts and history classes. Ms. Molecule teaches eighth grade science. Ms. Digits teaches eighth grade math, including one

algebra class and two pre-algebra classes. The seventh grade curriculum is similar. Mr. Caesar and Mrs. Grammar teach seventh grade language arts and social studies core classes while Mr. Einstein teaches seventh grade science. Mrs. Abaccus teaches seventh grade math.

The special education students meet with their special day class teacher, Mr. Sped, during the first four periods of the day. In the afternoon, these students are mainstreamed into elective courses and physical education classes. Among the teachers who teach in the elective course grouping is Mr. Sped. He interacts very effectively with all of the seventh and eighth grade students and considers himself an integral part of the "Dry Creek family".

Enrollment in the seventh and eighth grades is out of balance. The number of students enrolled in the seventh grade is 140. This creates a student teacher ratio of 35:1. The eighth grade enrollment is 110. This is significantly lower than that of the seventh grade. The eighth grade teachers therefore enjoy the luxury of having a pupil teacher ratio of 27:1. This does not bother the seventh grade teachers because they enjoyed that same luxury the previous year. Although not ideal, the teachers are satisfied with the situation and would prefer to continue to work with a higher pupil teacher ratio in one grade level than to form combination classes at the middle grades.

For the following problem, assume that you are the principal of Dry Creek Middle School.

THE PROBLEM

A school close in proximity to Dry Creek has recently experienced significant growth. It is apparent to the superintendent that he may need to add another teacher to accommodate the increase in enrollment. This particular school has seven teachers and a seventh grade enrollment of 136 students and an eighth grade enrollment of 117 students. With four teachers teaching seventh grade, the school has a student teacher ratio of approximately of 34:1. The three eighth grade teachers are burdened with a student teacher ratio of 39:1.

In January, the superintendent decided to solve the enrollment problem by suggesting transferring one of the teachers from Dry Creek to the neighboring school. This solution, though good for the neighboring school, would create many new problems for Dry Creek. The transfer would mean that Dry Creek School must

completely reorganize its eighth grade classes. Losing one teacher would create a student teacher ratio of 37:1. The problem is further complicated by the fact that only students who have advanced skills in math can be placed in the algebra class. There are currently 32 students enrolled in the algebra class. If the enrollment in this class is kept at this number, the other two classes will be faced with numbers as high as 39 to 40 students.

In addition to difficulties with balancing enrollment figures, the teacher who teaches math has the lowest seniority in the district. The contract in the district specifically states that in cases where a school is losing a teacher, the teacher who has the lowest seniority must be the one who is transferred except when there is no one else on the staff who has the credential required to teach the classes he/she is teaching. In this particular case, two other teachers on the middle school staff have the credential that allow them to teach math at the middle school. When they hear the news of the transfer,, they become very upset. Furthermore, they feel that reorganization this far into the school year is something they are not even willing to discuss.

Ms. Digits, who is the teacher with the lowest seniority and the one earmarked for the transfer, is considered by the staff to also be an important member of the "Dry Creek family." Furthermore, your staff points out to you that losing a teacher will simply increase the student teacher ratio equal to that of the other neighboring school which has been laboring with the same issue since the first part of the school year. In other words, they believe the decision is "robbing Peter to pay Paul."

You discuss the matter with your staff and explain to them that you have already presented their arguments to the superintendent, but he is determined to make the change. You tell them that you agree this will create a challenge, but you are certain that due to their high level of professionalism, they will meet the challenge and continue to provide the best program in the district. At this point, you realize there is nothing more you can do to convince them. You are confident however, that they will conduct themselves in a highly professional manner and represent your school well if they still choose to meet with the superintendent.

The teachers listen to you but decide to meet with the superintendent in spite of your advice. At the meeting with the superintendent, the teachers assure the superintendent that they have the best interest of the students at heart, and they implore him to reconsider his decision. Their pleas fall on unsympathetic ears, and

before the teachers have time to finish the discussion, the superintendent tells them that there is nothing more to discuss. He turns his back on them and proceeds to make a telephone call. The teachers leave his office feeling bewildered and confused.

On the following day, you visit each of the eighth grade classes and explain to the students that their math teacher will be leaving the school and for them to expect many changes. You inform them that classes have to be rescheduled, electives will be combined, and that the physical education classes will now be attended by seventh and eight graders in the same class.

You have asked the teachers to help you with the reorganization, but they refuse to cooperate. They believe it is time for the superintendent to hear from the angry parents in order for him understand how foolish he was to make such a decision. To make the situation worse, the students are devastated when they hear the news about the change. They are not willing to have their lives turned upside down in order to accommodate the needs of another school. Plus they feel a strong loyalty to their math teacher who happens to also serve as the advisor to the ASB and coaches girl's basketball, softball, and soccer. The students decide that they have no choice but to take matters into their own hands.

When you arrive at school on the following Monday morning, you notice that there are fewer students on campus than usual. At approximately 7:45 a.m. you receive a phone call from the superintendent informing you that there are between 50 and 60 students from your school in front of the district office with picket signs and banners. In addition to the student protesters, there are ten to fifteen parents encouraging the students to picket. The superintendent also mentions that the local newspaper and two local television stations are at the protest site.

You decide to ask the special day class teacher who specializes in crisis intervention to accompany you to the district office in case you need his help in dispersing the students. When you visit his classroom to issue the invitation, you discover that his instructional assistant is supervising the students. In addition, the teacher is absent from class and participating in the protest at the district office.

QUESTIONS TO CONSIDER

1. How do you handle the situation at this point?

2. What do you think about the way the superintendent handled the teachers when they approached him to discuss the matter?
3. What factors in this case made it difficult for the teachers to accept the superintendent's decision?
4. What steps will you take to defuse this volatile situation?
5. What responsibility does the school have for the behavior of its students when they are off school grounds?
6. How do you deal with the parents who are also involved in the demonstration?
7. Since school does not start until 8:30 a.m., what do you do to keep other students from wandering up the hill to the district office and joining the demonstration?
8. What consequences will you give the students who are participating in the demonstration?
9. Are you and the district liable for any injury that might occur to the students who participate in the demonstration?
10. What actions do you take with the teachers who are participating in the demonstration and are absent from their classrooms?

SUGGESTED ACTIVITY

Write a letter to parents. Assuming that you dispersed the students, explain how you accomplished this and brought the students back to school. Include what you plan to do to make certain something like this does not happen again.

Chapter 9

~ NO MATTER WHAT, IT ISN'T WORKING ~

The community of Castletown is extremely supportive of its high school, Montclair High. Many parents in the community attended this high school and remain involved in school activities especially those related to athletics. Parent input is vocal and frequent. Community members do not hesitate to contact school board members over issues some would considered irrelevant. The composition of the student population at the high school has remained stable over the past five years. Approximately 18% of the student body is Latino, 2% is mixed minority and 80% is Caucasian. Although the teaching staff is primarily Caucasian, many of the teachers speak Spanish fluently.

Montclair High School is the only comprehensive high school in a 175 square mile region. It serves a large, semi-rural unincorporated area. It has an enrollment of 1,900 students with a teaching staff of 90, including six special-education teachers. There are three assistant principals, three counselors, a part time athletic director and a fairly large clerical staff.

The school district is facing a bond election this year. The administration needs the support of the community in order to pass the bond. Many classified employees work in this district and the school district needs the vote of every citizen. Serious problems exist with the classified staff at the site, and the previous administrator resigned over unresolved issues dealing with the evaluations of classified employees who had been at the high school for a long period of time.

For the following situation, assume you are a first year principal at Montclair High School.

THE PROBLEM

This school year the district hired a new male counselor, Steve Morris, to fill a vacated position at Montclair High School. The previous counselor had just retired after serving the high school for almost thirty years. Steve was hired one week before school started and had little or no training for the job.

Steve's outgoing personality, positive attitude and a "hands on" approach was in direct contrast to the previous counselor's style. During Steve's first week

Martha, a member of the classified counseling staff, commented on the manner in which Steve approached students. This included placing his hands on their shoulders or patting them on the back. She became increasingly agitated when she saw him hug a student in his office. During lunch, she would share her observations with the other female classified staff in the office. By this time, all of the classified staff were making comments concerning Steve's behavior.

Furthermore, Steve's lack of experience in academic counseling and his unfamiliarity with the computer software system caused him to make several serious mistakes in student scheduling. Martha chastised him in front of students for his errors. Following one of these episodes, Steve approached Martha and placed his hands on her shoulders and instructed her to calm down. She immediately contacted you, the principal, and expressed her displeasure with Steve's actions.

As the principal, you are extremely careful as you work with Martha in addressing her concerns because you are aware of her history of problems with the former principal. Specifically, two years ago, the previous administrator had given Martha a poor evaluation. He had removed her from the counseling staff and placed her in the library. Martha had taken her complaint to the classified union and as a result, a series of meetings with administration were scheduled to work out certain issues. As a result of the meetings, Martha was reassigned to the office. Several other classified members had been reprimanded by the previous administrator resulting in a series of unresolved issues concerning classified staff.

To add fuel to the fire, Martha also spread the word that several female students had personally told her they did not like Mr. Morris touching them. She also claims that parents are calling the other school counselors to complain about Steve's scheduling mistakes. You decide to conduct numerous interviews with classified staff who confirm what Martha has shared with you.

QUESTIONS TO CONSIDER

1. What do you do now?
2. What are your legal and ethical considerations?
3. What role do unions play in this matter?
4. Is it a good idea to require written statements from the people involved?
5. What is your opinion of Martha's actions?
6. What concerns do you have regard to veteran employees who have a strong voice in school matters?

7. Should you inform the superintendent of these concerns?
8. How do you proceed if you discover Martha is not telling the truth?
9. How do you proceed if you discover Martha is telling the truth?
10. How might this effect the bond election?

SUGGESTED ACTIVITY

Locate your district policy manual and investigate the policy(s) related to harassment in the workplace.

Chapter 10

~ LICE AREN'T NICE: PARENTS CAN BE WORSE ~

Dodgetown is a community in Southern California rich in cultural, racial, and economic diversity. It cherishes its differing cultural backgrounds and celebrates high expectations for the children it serves. The school district consists of twenty-seven elementary schools that provide educational services to students in kindergarten through the sixth grade.

At Silver Bullet Elementary, the staff consists of 33 teachers and 13 instructional aides. The population's ethnic distribution includes 52% Caucasian, 25% Hispanic, 10% African American, 2% American Indian, 1% Filipino, 5% Asian and 5% Pacific Islander students. Silver Bullet is one of ten schools in the district that qualifies for Title I funds with 94% of the student population qualifying for free or reduced lunch. The school also serves as a center for Limited English Speaking Students and provides instruction to 203 students who are not fluent in English. The parents, administration, and staff are committed to the principle of "celebrating life through learning".

For the following case, assume that you are the assistant-principal of Silver Bullet Elementary School.

THE PROBLEM

On a Monday morning, Starley Night, a first grade student at Silver Bullet Elementary School arrived at the nurse's office for a routine check for head lice. This was becoming a ritual for Starley. Mona, the health clerk found nits in Starley's hair for the third time. Mona telephoned Starley's mom and requested that she come to school to pick up her daughter and take care of the problem. Ms. Night becomes very angry with Mona and started yelling at her.

You heard the commotion coming from the nurse's office and you approached the parent to calm her down but you are unsuccessful. Ms. Night informs you that it is the school's fault that her daughter is infested with lice and she proceeds to yell at you and physically assaults you by striking you on the shoulder. Following this incident, Ms. Night leaves your office in a hurry and you notify the police to report the altercation.

The following day, Starley returns to school and she goes through the same ritual with the health aide. Not surprisingly, she was still infested with head lice and Mona needed to contact the parent. This time, Mona asks for you to contact the parent. When you contact Ms. Night, she is still very upset with the school and informs you that she intends to personally contact the school district to complain. Ms. Night calls the district office and leaves a message in which case she issues a bomb threat and says that she intends to blow up Silver Bullet along with its teachers and students with head lice. The Dodgetown police were notified and Ms. Night was arrested. Ms. Night was found guilty and sentenced to 90 hours of community service.

The following week, you walk into the teacher's lounge and find Ms. Night working as a volunteer in your school in order to satisfy her community service sentence. To your dismay, you are also informed that you have been assigned to "monitor her behavior" while she is at school.

QUESTIONS TO CONSIDER

1. How do you handle a parent who becomes verbally abusive toward your staff?
2. Are the parents correct to blame the school for the spread of head lice?
3. What steps should be taken to guarantee that the school is taking all precautions to stop the infestation?
4. What is your reaction to the bomb threat?
5. If Starley returns to school the following day with nits, are you obligated to require Mona to "nit-pick" until all the nits are removed from Starley' hair?
6. How can you find out more about the head lice policy within your district?
7. Should you distribute this information to the community?
8. Was it the right to have Ms. Night arrested by the police? Why? Why not?
9. Do you agree with the decision to allow Ms. Night to serve her community service at your site? Why? Why not?
10. What type of relationship should you have with Ms. Night?

SUGGESTED ACTIVITIES

1. Find out your district's policy on head lice.
2. Review your district's Safe School Policy regarding bomb threats.

Chapter 11

~ MISTAKE IN IDENTITY ~

The families who originally moved into the community of Wrongfella formed a strong power base that consisted primarily of Caucasians. Since 1975, Wrongfella has become more diverse and the population currently consists of 40% Caucasian, 38% Filipino, 12% Vietnamese, 8% African-American, and 2% other. Community and school traditions are challenged as the community's demographics change. Many community members and some staff at the schools hold onto the past and see a future threatened by newcomers.

In 1975, the main campus of Monroe Elementary was built. The original campus did not accommodate the entire student body, and therefore 12 portable classrooms were added to the main campus. The school has 38 teachers of which most have taught 20 years or more at the same school site. This K-6 grade elementary school currently maintains a population of 1,000 students. Three hundred and fifty are identified as English Language Learners and represent twenty-eight languages. Parent support of the school is very evident. Some of the most involved parents were students at the school and as a consequence, they have strong emotional ties. The parents helped to develop this neighborhood school and there are between 25 to 30 parent volunteers daily at the school.

For the following scenario, assume that you are an assistant principal of Monroe Elementary.

THE PROBLEM

At the end of the school day, as you are in the process of supervising student dismissal. Mrs. Cast, a parent of a Monroe Elementary School student, approaches you in tears. She is with her second grade daughter Elise, and her fifth grade son, Timmy. She states to you that she needs to talk about something that had happened to her daughter at your school. You are aware that this mother has the reputation of being somewhat melodramatic at times and seeks attention from various school employees. You invite the parent into your office.

Upon entering the office the parent instructs her daughter to share with you an incident she had at school. Elise informs you that a boy named Michael from the school ground, was saying dirty things to her during recess and touching her private

parts. You ask Elise certain questions to help you to understand what has occurred. Mrs. Cast is angry and crying. She accuses you of not knowing what is happening on your campus. You question Elise further and by her description of the boy, you believe that it is not one of the boys from the school but rather an older brother of one of the boys whose name is Michael.

When you inform Mrs. Cast that you believe that it was a middle school student named Michael and not a student from your school who approached her daughter, Mrs. Cast accuses you of allowing students from the middle school to roam around your campus.

QUESTIONS TO CONSIDER

1. What will you do next?
2. How will you investigate this matter?
3. Do you take the second grade girl seriously?
4. What other information do you need to know?
5. If in your investigation of the incident, it appears that the incident occurred as Elise reported, what will you do next?

PART II: THE INVESTIGATION

Before Mrs. Cast and Elise leave your office, you promise Mrs. Cast that you will investigate the matter further and contact her. You also mention that you will be off campus the following day but will leave notes about the incident for the principal and counselor. When Mrs. Cast leaves your office, you call the middle school and request attendance information regarding Michael. The attendance clerk from the middle school reports that Michael was in class during the time this incident supposedly occurred. You tape record this information along with details of the reported incident and place the recorder and tape in the principal's desk.

At 6:30 a.m. the following morning, you call the principal and inform him of the incident and mention the location of the tape. During the day, the principal and counselor investigate the incident and discover that Elise was mistaken about the boy's name. They find out that the boy who harassed Elise was not from the middle school as you suspected, but was a boy named Mickey from the first grade. The principal called Mickey into the office and instructed him to leave Elise alone and not to treat girls like that. The principal called Mrs. Cast and then contacted you to schedule a meeting with you following your return to school.

QUESTIONS TO CONSIDER

1. Are you satisfied with the principal's resolution?
2. Would you have done anything differently? If so, what?

PART III: THE PLOT THICKENS

The next day you report to the principal for the meeting and he shares the details of his investigation with you and laughs at the incident and refers to it as "kids play." He also informs you that the parents are satisfied with the matter and that there is nothing further that should concern you.

On the following morning, Mrs. Cast approaches you and once again, she is angry and crying. She states to you that she is upset with the principal because he laughed at the incident. While you are listening and before the discussion ends, Mickey's mother approaches you and tells you that she is upset with the principal because of the way he interrogated her son. Before you can respond, Mrs. Cast walks over to a group of parents and points at Mickey's mother and warns the parents to keep their daughters away from "that woman's son."

QUESTIONS TO CONSIDER

1. What will you do next?
2. What are the consequences likely to be if you tell the two parents to speak with the principal about their concerns?
3. Could this situation have been avoided? If so, how?

SUGGESTED ACTIVITY

List in order of priority the problems that need to be addressed in this case and how you would address them.

Chapter 12

~ A SLIP ON CANDY, NOT TOO DANDY ~

In the community of Stockton Heights, the ethnic majority has changed over the past ten years from predominantly African-American to Hispanic. This has caused friction between the two groups and within the schools. The African-American parents feel the Hispanics have taken over their children's school. They refuse to understand why "those Mexicans" want to learn in Spanish instead of English when they are in America! The African-Americans wish the Hispanics would go back to Mexico and leave their school alone.

Powell Elementary is a K-6 elementary school located in the community of Stockton Heights. One hundred percent of the students qualify for the free breakfast and lunch program. The school is surrounded by small businesses and single family homes. Eighty-five percent of the 1,200 students are Hispanic, 12% African-American, 1% Asian, 1% White, and 1% Other.

This year, the school was identified by the Board of Education as one of the twenty lowest achieving schools in the district. As a consequence, staff morale and parent confidence in the school have declined. After undergoing a grueling, self-study that took the principal, vice-principal, two teachers, and a counseling aide away from the school site for generous periods of time, a district appointed external team found there were a disproportionate number of suspensions for African-American students compared to other ethnic groups.

THE PROBLEM

A dance was scheduled for the Spring, one month in advance on one of the school's minimum days. The assistant superintendent called a meeting addressing an accountability issue for the same day and time as the dance. All of the members of the internal self-study team had to attend. The teachers in charge of the dance were experienced teachers who had been in charge of dances in the past. The principal and vice-principal felt comfortable leaving the school site in their hands so they could attend the meeting. In addition, they knew that since the dance was held on a minimum day, the school security officer and other teachers would also be on site. Two resource teachers with administrative credentials were appointed as "Teachers-In-Charge" for the dance.

During the dance, some of the African-American boys invited Hispanic girls to dance with them. The Hispanic boys approached the African-American boys and told them to dance with their "own girls." The African-American boys responded with the comment that they would dance with whomever they pleased. A few minutes later, the students began throwing candy across the auditorium. The supervising teacher immediately warned the students that the dance would come to an end, if they did not behave. A Hispanic boy accidentally slipped on some of the candy that landed on the floor, and as a result he spilled orange punch on an African-American boy's white pants. A scuffle ensued. One of the supervising teachers diffused the scuffle, ended the dance, and dismissed the students to go home.

Unbeknownst to the supervising teachers who were still inside the auditorium, the students planned to continue their differences on the adjoining field. Within a few minutes, forty to fifty students formed a large circle around the group who had argued at the dance. They began to fight. A security officer who was near the fight scene, radioed the school office to call all the available male teachers to the field. Sensing that the teachers would be outnumbered, he also telephoned the police department for reinforcements to assist in what he now referred to as a race riot. The police arrived within minutes of the call as well as a police helicopter.

Meanwhile, the school secretary telephoned the principal who was at the meeting to inform him of the incident. She neglected however, to tell him that the police had been notified and that the security officer had declared the incident a race riot. The next day, you schedule a school-wide assembly to inform students about the incident and tell them that this behavior will not be tolerated. You visit every classroom to ask students to identify the individuals who were involved in the fight and those who were the bystanders. Twenty-five students were identified as those involved in the fight and they were suspended from school.

Of the forty-five students who were spectators, they were asked to write a letter of explanation to their parents and express to them that their involvement in the incident could have brought them harm because they had remained at the scene. They were instructed to take the letters home and bring them back to school signed by their parents. The principal directed the students to bring the signed letters back to school on the following day, or else they too, would be suspended from school.

QUESTIONS TO CONSIDER

1. Was the supervision at the dance adequate or would you have made other arrangements?
2. Do you agree with the security officer's decision to call the Police Department?
3. Given the climate of the school community, what could have been done to ease tensions before the dance?
4. Would you have referred to this incident as a race riot?
5. What resources does your district have in dealing with situations like this?
6. How would you address parent complaints that the consequence for the spectators was too harsh?
7. Are you in agreement with the consequences? Explain.
8. Did the school have the right to ask male members of the staff to assist in dispersing the crowd?
9. How could you have handled this situation differently?
10. Did the security guard have the authority to contact the police without informing the personnel in charge?

SUGGESTED ACTIVITY

Assume that you are a member of the media. What would you have done if you would have monitored the phone call to the police and discovered, by listening to the call that a race riot was in progress at the elementary school?

Chapter 13

~ THE CUSTODIAN FROM HELL ~

The community of Ocean View is located on the central coast of California, 35 miles north of Santa Barbara. The population is currently 75,000 people and growing rapidly in this high socio-economic area. The majority of students attending the local schools reside in planned community housing developments and pay a special tax to support the parks and schools within their residential areas.

Olympic High School is the newest high school in the community and opened its doors in September of 1992, with approximately 1,000 ninth and tenth grade students. The projected enrollment for the upcoming school year is 1,875 students. It is the most technologically advanced school in the district with a state-of-the-art library and media center, performing arts facility, and pre-engineering program.

Hispanic students make up approximately 45% of the student body. The rest of the students consist of 23% Caucasian, 20% Filipino, 6% African-American, 5% Asian, 0.5% Native-American, and 0.5 % Pacific Islander. Hispanic and Caucasian students are showing a slight decline in numbers while the Filipino population is growing. The student population represents a wide range of socio-economic levels but most of the students come from families who would be described as middle class. Some of the condominium and apartment complexes within the attendance area house lower income families. Approximately twenty percent of the students qualify for a free or reduced lunch, and seven percent qualify for Aid For Dependent Children (AFDC). Olympic also receives a small amount of categorical funding for Gifted and Talented Education (GATE) and Limited English Proficient (LEP) students.

THE PROBLEM

You were hired last year in September of 1996, as an assistant principal of Olympic High School. Mr. Stanley, the previous assistant principal, has been promoted to the position of principal of the school. As one of your areas of responsibility, your job is to supervise the custodial and gardening crew. The custodial staff includes one head custodian, one lead custodian, six shift custodians and four full-time gardeners. Your campus encompasses 48 acres and accommodates 130 classrooms.

Mr. Cush was hired in 1992, to be the first head custodian at your school. He was involved in much of the preparation of the school in its first year. When you first arrived on the scene Mr. Cush, knowing you were supervising the custodial crew, confided in you about past practices as it related to custodial issues. He would often refer to Mr. Stanley, the former assistant principal, as non-supportive. You heard from the staff that Mr. Cush and Mr. Stanley shared mutual distrust and constant tension.

In the first month of your assignment, you met often with Mr. Cush in an attempt to create a healthy working relationship with him and his custodial crew. You made a sincere effort not to make prejudgements on his ability as an employee or manager of the crew. You became aware that the crew was not working together under his leadership and each of the custodians became openly critical of his leadership style. As the year continued, you met with him regularly both individually and with his crew to discuss issues, concerns, supplies, and the goals for the custodial crew.

During the year, there have been many instances when you have met with Mr. Cush to bring to his attention areas that needed improvement. In all cases, your meetings have been held behind closed doors and face-to-face. At each of the meetings Mr. Cush has been given your concern in writing along with suggestions on how he should improve his performance.

On the morning of March 6, you arrive at school at approximately 6:30 a.m. to meet with Mr. Stanley, who has been promoted to principal of Olympic. A teacher interrupts the meeting to inform you that there is graffiti on the school walls that targets a member of the faculty. Immediately, you contact Mr. Cush by radio to inform him of the graffiti and the need for its immediate removal. It is now 6:45 a.m. and students and teachers were beginning to arrive for the day. When you inform Mr. Cush that he needs to remove the graffiti, he responds, "I'm sorry, but I will be out today and I am not on the company clock." In other words, Mr. Cush informed you that he was not working and would not remove the graffiti. You call the gardener for assistance who then tends to the situation in a timely manner.

In checking with Mr. Cush, you discover that he had not requested a substitute nor did he inform the lead custodian or any other employee at the school that he had intended to be out for the day.

QUESTIONS TO CONSIDER

1. What is your immediate response to Mr. Cush?
2. What is your first course of action taken to address the need of the school?
3. Is there a legal issue regarding unsatisfactory performance in the case?
4. What facts in the case need to be addressed?
5. Do you address the problem in writing, orally, or both?
6. What are the rules and regulations that were violated?
7. What suggestions would you make to Mr. Cush?
8. What consequences will your district's union contract allow you to apply to Mr. Cush and his performance?
9. You will be evaluating Mr. Cush in April. What impact will this have on his overall evaluation?
10. What procedures are in place at your site to notify administration of an employee absence?

SUGGESTED ACTIVITY

Create a document reflecting Mr. Cush's performance using the following *FRISK format for evaluation.

F=Facts:	What did the employee do?
R=Rule:	What should the employee have done?
I=Impact:	What was the impact or possible impact of the employees conduct?
S=Suggestions:	When and what do you want the employee to do to improve performance in the future? What will happen if there is no improvement? How can you help the employee improve?
K=Knowledge:	Does the employee have the knowledge of personnel file rights required by California Education Code Section 44030 or 87031, and applicable labor contract provisions?

* Anderson, Steven J. (1995)

Chapter 14

~ TO BE OR NOT TO BE THE SUBSTITUTE ~

The community of Alexandria is populated with individuals who are highly educated and quite wealthy. Most of the mothers do not work outside of the home and they volunteer at the school on a regular basis. The families value education and want to be involved in the educational process. Almost all of the parents could choose to send their children to a private school, but they are committed to making their public school the very best that it can be.

Emerson Elementary School is relatively new and first opened five years ago. The staff is extremely close and quite talented. The student profile is composed of 78% Caucasian, 5% Asian, 16% Hispanic and 1% other. The school serves a high socio-economic community. Its teachers, administrator, and parents are committed to working together to meet the needs of the students.

For this situation, assume that you are the principal of Emerson and the only building administrator with a school enrollment of 425 students ranging in grades from kindergarten to sixth grade.

THE PROBLEM

You were appointed three years ago to take the place of a highly respected principal. You are a young female and served as a classroom teacher prior to becoming an administrator at Emerson. The majority of the staff and parents supported your appointment to this position. A recent survey confirmed this fact and revealed that these groups believe that you make decisions based on what you believe is best for kids.

One of the third grade teachers at your school Ms. Jagged, has just been diagnosed with cancer. She meets with you and explains that she is scheduled to have exploratory surgery next week and will begin treatment shortly thereafter. She shares with you that she will undergo radiation and chemotherapy as part of her treatment plan. The two of you discuss her teaching options and decide that it would be best for her and her class, if she took a medical leave and arranged for a substitute to finish the year with her students. You and Ms. Jagged decide that the perfect person for the job is a substitute that has just finished a long-term third grade substitute teaching assignment at a different school in the district.

Additionally, this substitute, Ms. Murphy, covered for Ms. Jagged three years ago when Ms. Jagged had her baby. Ms. Murphy knows the curriculum and is familiar with the school routine and consequently would be able to step in with minimal disruption. Ms. Jagged also mentions to you that Ms. Murphy is the aunt of one of her students but she states that she feels confident this will not present a problem. You tell Ms. Jagged that you intend to inform her students' parents of the upcoming change.

That same afternoon, you call Ms. Murphy and schedule a time for her to come by and meet with you regarding the substitute teaching assignment. Ms. Murphy meets with you and Ms. Jagged. The topic of Ms. Murphy's nephew in the class is brought up in the discussion, and Ms. Murphy agrees with Ms. Jagged that this is not a problem. You share with Ms. Murphy that she is a strong candidate and that you will call her tomorrow with the results of your decision on whether or not you will hire her for the substitute assignment. Upon arriving back to your office, there is a message from the mother of Ms. Murphy's nephew that requests that you return her call.

You return the call, and she is quite upset that the school is considering hiring her sister-in-law for her son's class. You are obviously surprised that she has even heard about this possibility of this happening and you ask her to share with you how she heard the news. Also, you invite her to share with you any concerns she might have regarding the matter. She explains to you that Ms. Murphy had informed another relative that she was interviewing for the substitute position and that she was alerted by the relative. She informs you that her family has taken drastic steps, including moving across the country, to break away from the rest of the relatives. It appears from everything you can gather, that she has no quarrel specifically with the sister-in-law, but is quite concerned that Ms. Murphy might share information with other family members regarding her son. Furthermore, she wants to know if you plan to hire Ms. Murphy.

QUESTIONS TO CONSIDER

1. How do you respond to the mother?
2. How much weight do you give the mother's concerns?
3. Should parents be involved in the hiring process for substitutes?
4. Do you need more information before you make a decision?
5. What do you consider when determining if you should hire Ms. Murphy?

6. If you believe that Ms. Murphy is the best substitute, do you not hire her because of the apparent conflict of interest?
7. If you decide to hire Ms. Murphy, what options could you give the parent?
8. Do you speak to the substitute regarding the mother's concerns?
9. What are the possible ramifications of hiring Ms. Murphy?
10. What are the possible ramifications of not hiring Ms. Murphy?

SUGGESTED ACTIVITIES

1. Research your district's policy regarding hiring practices and relatives in the school.
2. List the pros and cons of hiring Ms. Murphy.

Chapter 15

~ THE HIP CLUB AIN'T HAPPENING ~

The community of Lake Olympus has a strong self image and a positive and successful reputation. Although relatively new and still developing into a master planned area, it will eventually secede from the older established community and form into a city of its own. Lake Olympus has all of the necessary statistics to promote its image as a model of diversity with one exception in that over 90% of the families are considered to be in a very high socio-economic class.

Lake Olympus has three upscale elementary schools and one state-of-the art high school with a $46 million price tag. Most of the adults do not work in the community due to a lack of significant business opportunities, but they are very supportive when it comes to community and school activities. They have been concerned however, that a large portion of the students were transferred from another part of town when the high school first opened. This was due to the fact that they did not have enough of their own students to open a high school and the adjacent community's high school was overcrowded. The community is convinced that any problem at Lake Olympus High School must be due exclusively to the "transfer" students.

Assume for this case, that you are the principal of Lake Olympus High School that has been knocked off its almighty pedestal.

THE PROBLEM

The school prides itself in being very sensitive to the needs of its students and it has a reputation for bending over backwards to maintain its image of giving all of its students the best opportunity for success. This display of support has been noted by rival high school communities, and it is well known that the schools in Lake Olympus rarely are subject to public display of criticism, must less outrage. So when a unique set of circumstances lands the high school and its community on the front page of the local newspaper and sleazy tabloids, there are sighs of relief from rivals as well as disapproving gasps from the master planners of Lake Olympus Community.

Lake Olympus actively promotes student participation in campus clubs and activities. It claims in its "highly glossed" student brochure that over 95% of the

students at Lake Olympus enjoy membership in student clubs. Many of these clubs enjoy the sponsorship of community organizations. Maria Mendoza, who is a junior and one of the students transferred to the school from the "other side of town" has expressed her dislike for the club selection process utilized by the Lake Olympus Associated Student Body. Maria and her friends are of the opinion that revealing the names of perspective club members, locating advisors, and having to give a reason for forming a new club, is ridiculous. In an attempt to rebel against this tradition, Maria and her friends decided to retaliate against the system and form their own club, the "Hip Dance Club."

Maria approached one of her teachers Ms. Johnson, to be the advisor for their new club. Ms. Johnson readily agreed to help the students participate in what she believed to be a dance club. She served as a part-time instructor for the parenting class and always appreciated Maria's participation and how openly Maria would talk about issues dealing with sex and parenting. Following Ms. Johnson's supportive response to Maria's request, Maria quickly recruited ten of her friends and her little sister to sign up as potential club members.

Maria held club meetings during lunch in Ms. Johnson's room. Unfortunately, Ms. Johnson could not attend the meetings due to the fact that she had another obligation as the Director of a Planned Parenthood Clinic in another section of town. She had complete trust in Maria and her club. In the meantime, Maria and her girlfriends had developed a secret initiation into the Hip Dance Club that required perspective members to engage in a sexual act with members of the school's football team. As one of the perspective club members, Maria's sister approached one of the football players and suggested that he participate in a sexual act with her so that she can join her sister's club. He refused her request and immediately reported the incident to the assistant principal.

On the day following the incident, the father of the football player, who is a principal land developer in the community, contacts you and informs you that he does not wish you to make a big deal about the incident and he wants you to take care of the matter. You contact Maria's parents and inform them that Maria is responsible for her sister's behavior and that she will be suspended from school and transferred to a nearby school in another district. Her parents tell you that they support your decision and do not have a problem with your decision as long as the situation is handled in a manner fair to all the parties involved. However, the next morning Maria's parents appeared at the school with a copy editor for the local

television station. They inform you that their daughter is innocent of the charges and they want you to apologize to Maria.

QUESTIONS TO CONSIDER

1. As the principal, what is your first step to control the situation?
2. What steps are you going to take in defending your decision?
3. When do you think it is okay to admit a mistake in judgment?
4. How do you deal with the part-time teacher?
5. Once you know a situation may involve media coverage, whom do you contact?
6. Knowing the situation has now escalated, what contact, if any do you have with the parents of the football team?
7. At what point do you contact the district office?
8. What do you do with Maria?
9. Do you approach the student body concerning transfer students in your school?
10. How can you bring the communities together?

SUGGESTED ACTIVITIES

1. Prepare a letter of reprimand for the part time teacher.
2. Prepare a letter of resignation for yourself as the principal.

Chapter 16

~ THE PARENT WHO RAN AWAY WITH THE CHILD ~

In the community of Stanton, parents play an important role in the intellectual, social, and personal growth of their children. Within the community, workshops and classes are provided to help parents develop skills and knowledge to assist their children at home. The parent program is strong, and parents are encouraged to participate in a variety of school wide activities.

Sixty-five percent of the students in the elementary school come from a variety of ethnic backgrounds, and the school is proud of its rich diversity. Many families have lived in the community all of their lives and the transitional rate is low. Approximately 95 percent of the students are eligible to receive free or reduced meals. The school resides in a low income urban neighborhood and is approximately 60 years old. The site is currently undergoing major renovation, and there are plans to add ten additional classrooms.

For this case, assume that you are the vice principal of the elementary school and it has an enrollment of 675 students in grades kindergarten through fifth grade.

THE PROBLEM

The principal and yourself, a vice principal, arrived three years ago and are relatively new administrators. The previous principal was on site 22 years and was well respected by staff and parents. The new administrators are striving to articulate a newly revised educational vision and to create a sense of trust among staff members.

Recently a new second grade student named Tyson, arrived at school. He was transferred from a nearby private school, and it is immediately apparent that he is experiencing problems adjusting to his new classroom. After Tyson's first day at school, his teacher stated to you, that Tyson had difficulty sitting still, was easily distracted, and insisted on shouting out his answers during a math quiz. The teacher was visibly upset and was asking for suggestions on how to handle Tyson.

You immediately telephone Tyson's last school and request to speak to an administrator. Initially Tyson's former principal was hesitant to respond to many of your questions. However, he eventually offered the following information:

- Tyson had been referred to the resource specialist for his out-of-control classroom behavior.
- He had been seen by a neurologist and the diagnosis was ADHD.
- A behavior modification plan had been developed and implemented in the classroom, but his behavior had not improved.
- A private school psychologist felt that Tyson was not improving because Tyson's parents refused to consider medication for Tyson.

You contact Tyson's parents and arrange for a conference. The objective of the conference is to develop a home-school plan that would assist Tyson with his transition to the new school. During the conversation with Tyson's father, he shares with you the following information:

- He does not approve of Tyson taking any form of medication, and strongly opposes the idea.
- Tyson was not successful at the last school because his teachers had not respected Tyson's parents.
- Tyson was behind in reading and math because he was often sent to the "fun centers" at the last school due to his inability to work well with the other students.
- The father had a learning disability and had attended special education classes all throughout his schooling. He felt these classes had hindered and not helped his academic progress.

He stated that he would talk to his wife about coming to school for a conference. However, he felt sure that "a change of schools would soon fix the problem."

QUESTIONS TO CONSIDER

1. How do you as the administrator respond to the teacher?
2. What immediate interventions should be used by the teacher?
3. Does the administrator have the right to suggest that Tyson be placed on medication for his behavior?
4. What can the school do to develop a positive and trusting rapport with the parents?
5. What additional background information needs to be elicited from the parents?
6. What needs to happen immediately?

7. What site and community resources can be useful to the parents?
8. What considerations need to be made when determining Tyson's classroom placement for next year?
9. What if any, ethical issues are presented in this problem?
10. What will you tell the administrator at Tyson's next school, if he/she calls you?

SUGGESTED ACTIVITIES

1. Organize an inservice for parents to help them work effectively with children like Tyson.
2. Organize an inservice for teachers on how to effectively deal with parents like Tyson's.

Chapter 17

~ THREE'S A CROWD ~

Ridge Rock is a small rural school district located in Southern California. The community is experiencing the effects of urban sprawl. The once traditional farming community that produced citrus foods, dairy products, and egg ranches has given way to job opportunities in nearby cities.

The population of Spring River, where the school district is located, covers approximately 93 square miles and has a population of 15,000 of which most of the residents are Caucasian and the majority of the remaining population is Hispanic. The median income is $42,000 and fifty-one percent of the population is between the ages of eighteen and sixty-four.

Ridge Rock School District has only one middle school with a population of 930 students and one elementary school. The school board is extremely supportive and rarely are there any displays of public dispute. Problems in the schools are usually discovered by board members before being brought to the attention of the superintendent due to the fact that the community is so small and news travels fast.

The superintendent has been in his position for only two years and is well respected. He was formerly the assistant superintendent and principal of the middle school before that. He has a reputation of being a strict disciplinarian and demanding of his staff. The former middle school principal left Ridge Rock to become an assistant superintendent in a different district and you assumed his position in the month of August. Unlike the former principal, who was a teacher in the district before becoming an administrator, you are new to the district and the community.

THE PROBLEM

It is 1:30 p.m. and you have just returned from a meeting at the district office when your secretary, Mrs. Wilson, informs you that she had to locate a teacher who has fifth period prep to cover for a teacher, Mr. Brock. She said that earlier in the day, Mr. Brock had informed her that he was taking some of the band instruments to the elementary school during his lunch period. He said that would return to school prior to fifth period, but this did not happen. In addition, Mr. Smith, who is covering Mr. Brock's fifth period class has reported that two of Mr. Brock's students

are absent from class. You ask Mrs. Wilson if she has informed the assistant principal, Mr. Lewis, of the situation. Mrs. Wilson informs you that Mr. Lewis has been involved in a parent conference and she has been unable to notify him. Just as she finished speaking, Mr. Lewis comes into the office and states that he has been at lunch. After finding out about that two of the students are missing, he is noticeably upset that he had not been informed earlier.

You direct Mr. Lewis to conduct a campus sweep to determine if the two students are on the campus. Mr. Lewis advises you that this is very unusual for the girls to be missing and that the students are excellent students and have no history of behavior or attendance problems. By now it is 2:05 p.m. in the afternoon and school will be dismissed at 2:45 p.m. You are in the process of calling the district office to inform them of the situation when you receive a phone call from the local hospital emergency room. Mr. Brock has called to inform you that he was involved in a traffic accident while leaving a music store. He advises you that both of the students who had been missing from his fifth period class were with him and that neither one of them had been seriously injured.

He indicates that one of the students may have a broken collarbone. Mr. Brock states that the parents have been notified and are on the way to the hospital. He advises you not to worry and adds that both of the girls had received verbal permission from their parents to accompany him to the music store.

Immediately following your phone call with Mr. Brock, you call and inform your superintendent of what has occurred on your campus.

QUESTIONS TO CONSIDER

1. What questions do you anticipate the superintendent will ask?
2. What are the ethical issues in this case?
3. How do you prepare to deal with the parents?
4. What is the policy in your district regarding students leaving campus with teachers?
5. How do you handle your secretary regarding this incident?
6. What are the legal issues to consider?
7. If Mr. Brock is specifically named in a lawsuit in addition to the district, what legal obligation if any, does the district have in representing Mr. Brock?

8. If Mr. Brock is found to be at fault in the accident, does the verbal parent consent guarantee immunity from a lawsuit?
9. How will you deal with Mr. Brock when he returns to campus?
10. What do you think will be the likely outcome of this case?

SUGGESTED ACTIVITY

Plan an inservice training workshop for your staff focusing on the rights, responsibilities, and legal ramifications for teachers who choose to transport students in their private vehicles during and after school hours.